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State of South Carolina
John de la Howe School
Route 1, Box 154
McCormick, South Carolina 29835-9721




John C. Shiflet, Jr.
Superintendent

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MEMORANDUM

TO: Governor David M. Beasley and Members of the General Assembly
The State of South Carolina

FROM: John C. Shiflet, Jr., Superintendent 

DATE: October 14, 1998

SUBJECT: John de la Howe School Accountability Report FY97/98

Presented on the following pages is the John de la Howe School accountability report for FY97/98. Should there be questions about this report or about John de la Howe School in general, please contact John C. Shiflet, Jr., Superintendent, (864) 391-2131.

The mission statement of John de la Howe School and its overall program goals were formally developed in 1996 by a team consisting of members of the Board of Trustees and staff from throughout the agency. This team successfully completed a five-year strategic plan. The plan is revisited on a regular basis and guides us as we make program modifications relative to the successful accomplishment of our mission.

The report that follows seeks to make the reader aware of John de la Howe School's overall mission, and how the programs of John de la Howe School seek to carry out the mission. There are program descriptions, associated costs and various statistics. The report cannot accurately reflect the dedication of staff who struggle daily to meet the needs of hurting children and families from throughout the State of South Carolina. Our success, though evident to us and countless families, is difficult to present through statistical measurement. This is an extremely helpful process, however, and one that we are happy to perform and proud to be submitting to you at this time.

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JOHN DE LA HOWE SCHOOL
Accountability Report
Executive Summary
FY97/98

Functionally, and budgetarily, John de la Howe School is divided into three major departments, which include residential treatment services, education and business and support services. In addition, the superintendent's office, with some support, makes up administration. It has always proven to be difficult to outline individual program components as they are all inter-dependent in our efforts to accomplish the overall mission of John de la Howe School.

For the purposes of this report, the efforts of John de la Howe School will be divided into two large, programmatic areas: Education and Residential and Treatment Services.

Those young people who reside at John de la Howe School and attend grades 4-10 are educated in the on-campus, L. S. Brice School. On-campus education provides much individualized instruction as most of our young people come to us with specific educational deficiencies. The on-campus school is fully accredited by the South Carolina State Department of Education. The goals and objectives of the Educational Department are presented in greater detail further in this report.

Residential and Treatment Services, while one department, offers many programs within the department. Each program merits individual attention because of its ability to help with the success of the overall John de la Howe mission.

Residential and Treatment Services' campus program provides a total of 120 beds for youth needing out-of-home placement. The structure, guidance, and discipline offered over a 9-month to 2-year period offer stability and hope for many South Carolina families and citizens.

The residential Wilderness Program provides the same goals, but through different avenues. The Wilderness program serves 30 campers in 3 groups. Children are provided an opportunity to live in an outdoor, therapeutic setting. Trained and dedicated staff are on hand to provide safety; first aid, if necessary; guidance; group and individual counseling, as well as support through all situations encountered. Families are vital to the success of this program; therefore, a minimum of three family weekends and a family challenge course day are implemented per group, during the nine-month stay.

The Intake Coordinator's role is vital to the overall success of John de la Howe School's mission. Individual families, agencies, and schools (private and public), and professionals contact Intake to make appropriate referrals. All children and their families are assessed based on need and availability of space. Numbers presented give a clear picture of daily phone calls received requesting information.

address issues they face. Staff focus on three general topics that usually cause breakdowns in families....commitment, communication, and covenant weekends. The number of hours, days, and weeks of services provided as well as the total families served is listed in the report.

John de la Howe School is aware that issues facing our youth and their families reveal other areas that need addressing as they struggle to rebuild their family strengths. One of those areas is spiritual awareness. A full-time Chaplain helps youth deal with suffering, grief, and loss experiences in their lives. The Chaplain also provides ecumenical services for youth and families placed at John de la Howe School. The object is to provide spiritual enrichment on an ongoing basis, if the youth desires, as if they were in their home community.

From a program priority standpoint, residential and treatment services as a whole would be considered our first priority, as John de la Howe School would cease to exist as a residential group care facility were it not for the program and the programs of residential and treatment services. Within that major program component would come:

1. Residential and Treatment Services, Campus
2. Residential and Treatment Services, Wilderness
3. Residential and Treatment Services, Family and Program Enrichment
4. Residential and Treatment Services, Chaplaincy
5. Residential and Treatment Services, Intake

The second overall program priority would be education. There are residential group care agencies who exist without an on-campus educational system. It is our strong belief that much of the success we have in meeting the needs of our young people and their families is due to the fact that we offer educational services on the campus. We are able to offer more intensive training to our staff to meet the needs of the youngsters we serve, and we are able to offer more individualized instruction through smaller classrooms. Our 11th and 12th graders attend the local public high school to become acclimated to community living.

John de la Howe School continues to work cooperatively with local education entities from throughout South Carolina as we provide services to their young people. John de la Howe School continues to receive referrals from the South Carolina Department of Juvenile Justice, South Carolina Department of Social Services, and the South Carolina Department of Mental Health. John de la Howe School is licensed by the South Carolina Department of Social Services, and as a part of that procedure, is inspected by the South Carolina Department of Health and Environmental Control, and the State Fire Marshal's Office.

John de la Howe School through the Center for Family and Program Enrichment, offers a wide array of training for staff from throughout North and South Carolina in the area of residential group child care. John de la Howe School continues to participate annually with The Duke Endowment in terms of statistical analysis of its services and receives a generous gift each year from The Duke Endowment. John de la Howe School continues to cooperate with the local Department of Social Service in the operation of an emergency shelter on the campus of John de

la Howe School. Finally, John de la Howe School serves as the county focal point for the Piedmont Council on Prevention of Child Abuse.

John de la Howe School's total expenditure for FY97/98 was \$5,134,654; of that amount, \$3,831,990 was state funds, \$986,707 was EIA funds, both through teachers' salaries and the status offenders program, \$141,452 in federal funds, and \$174,505 in other (restricted and earmarked) funds.

Mission Statement: John de la Howe School, a state-supported residential group care agency since 1918, was founded in 1797 through the will of Dr. John de la Howe. Our mission is to strengthen children and families from South Carolina who are experiencing difficulties to the extent that planned separation is necessary

Program Name: Department of Residential and Treatment Services: Campus/Cottage Living

Program Goal: To provide services to "at risk" children and youths (students) in a safe/nurturing and stable residential group care environment; and to provide opportunities for the students to work towards accomplishing their goals outlined in their Individualized Plans of Care.

Program Objectives:

1. Students will be supervised and given structure/guidance and consistent appropriate discipline through the use of the Step System – the Student's Handbook. Students' conduct will be monitored daily through the use of Conduct Sheets.
2. Each student will receive individualized and group counseling according to his/her needs.
3. Students will be provided basic medical/dental health care services through the campus Infirmary. This includes: first aid/crisis care, dispensing psychotropic medication, health education for students and staff, referral of students to other facilities for care, such as local health clinics and hospitals.
4. An individualized Plan of Care will be developed for each student with goals to meet his/her needs; and to monitor each student's progress towards these goals.
5. Regular scheduled homestay visits with students and families are monitored/evaluated through the use of the homestay evaluation form to promote a positive transition back home.

Performance Measures:

1. Students were able to accept discipline/guidance and follow rules more cooperatively resulting in improved behaviors. Students earned special privileges/activities for consistently exhibiting good to excellent conduct. Fifty-nine (59) students were promoted to Step II and fifteen (15) to Step III on the Step System.
2. Forty-three (43) students attended mental health; twenty-two (22) students participated in SCIP; 579 hours and 340 hours were invested in individual and group counseling (respectively) of the students.

3. Infirmary Statistics:

Students' Visits to Medical Care Facilities

Health Care Center	-	64
Emergency Room	-	22
Dental Care	-	31
Specialty Doctors	-	27
Medical Hospitalization	-	0
Psychiatric Hospitalization	-	2
Local Health Department	-	15

Other Medical Care

Students on sick call	-	460
Students on Psychotropic Medication	-	239
Illness: Admission to Campus Infirmary	-	30
Crisis Care: Admission to Infirmary	-	24
Training: Health Education (SESSIONS)	-	4

4. Students' Individual Plans of Care are developed thirty (30) days after the students come into group care living with specific goals identified to meet the students' needs. The students' progress towards these goals is monitored/reviewed/revised through Treatment Team meetings for a total of 150 hours.
5. Students' progress towards their goals is also monitored through the homestay evaluation form. Students have demonstrated the accomplishments of their goals through various modalities: an average of 80% to 85% of the homestay evaluation forms are returned, completed and with fair to excellent behavior during the homestay. Students also earned a wide range of awards in the areas of citizenship, academics, social skills, work performance/ethics and role models. These areas enabled the students to experience a smooth transition back to their homes. One hundred twenty-three (123) students successfully completed the John de la Howe School program and returned home to their families.

Program Name: Wilderness Program

Program Goal: To improve the quality of life for at-risk youth and their families through small group living and family involvement; to provide an experience of outdoor living which eliminates the day to day distractions most youth experience (i.e., television, telephones, girlfriends/boyfriends, etc.), to enhance parental skills and knowledge regarding the youth's needs and abilities; to provide a residential facility to address group living.

Program Objectives: To provide a therapeutic outdoor experience that positively impacts the participant's self-esteem, self-awareness, academic performance, interpersonal skills, problem-solving abilities, communication skills, interdependence, and confidence. To provide group and individual counseling as well as round the clock supervision, structure, and guidance. To provide regularly scheduled adventure-based activities to enhance communication skills, problem-solving skills, and trust levels; an outdoor educational experience to promote awareness and accomplishment for youth who might not otherwise have this opportunity; to present parents with "hands on" experience and skills to help provide proper supervision and discipline to delinquent youth.

Performance Measures:

Students in Placement:	36
Males:	24
Females:	12
Successful completions:	26 (19 males & 7 females)
Discharges:	10 (5 withdrawn by parents/4 discharged for behavioral reasons/1 medical discharge)
Number of groups/students processed through in the nine-month academic year program:	3 groups/26 students
Number of groups/students processed through during Summer Session I (1998):	3 groups/28 students*

*Campus students spent a five-day session with us to have a brief therapeutic outdoor experience. Many of our program objectives are touched upon.

Number of educational trips per group during nine-month period: 9-12 per group*

*Examples of these educational/community service trips include: McCormick and Lethe Correctional Institutes, Green and Abbeville Animal Shelters, Clemson University and University of South Carolina, and Fort Gordon. These experiences positively impact student's self-esteem, communication skills, confidence, and problem solving abilities.

Number of hour's students participated
in ROPES Course:

90 hours per student*

*Approximately three weeks are spent on de la Howe's ROPES Course negotiating low initiatives as a group, and high initiatives individually. As a result an individual's self-esteem, confidence, self awareness, trust, problem-solving skills, interdependence and ability to work with others are enhanced.

Number of trekking miles:

hiking/backpacking:

50-70 miles per group

canoeing:

30-50 miles per group

*Approximately three weeks are spent camping on three separate trips to places like Tennessee's Lost Sea Cavern and State Aquarium, Georgia's Okefenokee Swamp, North Carolina's Shining Rock Wilderness Area and South Carolina's Foothills Trail and Capers Island. These provide an outdoor educational experience that promotes awareness and a sense of accomplishment in youth who might not otherwise have this opportunity. Many, if not all, of the benefits from the ROPES activities are experienced during trips.

Individual counseling hours Groupwork
Supervisors spend with each family through
conferences, Family Weekends, and
phone calls:

Approximately 240 hours/student.*

* The individual counseling with the family provides the parents with guidance and skills to help them provide proper supervision and discipline to their children. By enhancing the parents' skill base nearly all the program objectives are addressed directly or indirectly.

Wilderness Program Survey's completed by the students and their parents may be the best performance measures of the services we provide. Compilations of these surveys are attached.

John de la Howe School
Wilderness Program Campers Survey
May 22, 1998

(N = 17)

Please complete the following to help us better evaluate the services we provide. For each statement below, please indicate whether you Strongly Agree (SA), Agree (A), Unknown, (U), Disagree (D), or Strongly Disagree (SD).

		SA	A	U	D	SD
1.	The Wilderness Program helped me improve behaviorally.	10	7			
2.	The Wilderness Program helped me improve academically.	9	6	1	1	
3.	I learned things here that will help me in the future.	12	5			
4.	My parents learned things here that will benefit them in the future.	9	7	1		
5.	Our family benefited from involvement in the Wilderness Program.	10	7			
6.	Participation in the Wilderness Program has helped me.	10	7			
7.	Involvement in this program has helped our family identify areas for growth.	7	8	2		
8.	Due to our participation in the Wilderness Program I am more hopeful for my future.	9	8			
9.	I would recommend this program to others.	9	4	3		1

What I liked best about the Wilderness Program was: *the devotion and dedication of the staff – trips – the help I got – the fun times – dedication of the staff/families – the staff tried to teach us the right way to do things – meeting new people – the closeness of the campers and chiefs – the food – the canoeing trip – the encouragement and discipline – the one-on-one counseling*

What I liked least about the Wilderness Program was: *huddle-ups – the group process – missing my family – the walking – there were higher forces that prevented the Wilderness Program to function – living in the wilderness – the hiking trip – the weather, bugs, and woods – the lack of freedom – everything was beneficial*

Something I learned about myself through involvement in the Wilderness Program was: *that I can achieve anything – I dedicated myself to be more friendly – I am a good kid – to compromise – I wasn't spending enough time with my family – I am very smart, sweet and forgiving – I like*

things I never liked before – that I have self-control – I can do things I did not think I could do – I can do anything I try to do – that I had a lot to work on

Something I learned about my parent's through involvement in the Wilderness Program was:
they can be okay – how special they are – they love me very much – she cares about me – they can be nice people – how much they care for me – to do what is right – I learned that they can help and support me through anything – they really care for me and want the best

What can the Wilderness Program do to improve services to children and families? *more home visits and a longer program – nothing – keep up the excellent work – the Wilderness Program should keep doing what it did for me – communication between the program and families – have more Family Weekends – just keep doing what you are doing*

John de la Howe School
Wilderness Program Parents Survey
May 22, 1998

(N= 27)

Please complete the following to help us better evaluate the services we provide. For each statement below, please indicate whether you Strongly Agree (SA), Agree (A), Unknown, (U), Disagree (D), or Strongly Disagree (SD).

		SA	A	U	D	SD
1.	The Wilderness Program helped my child improve behaviorally.	17	10			
2.	The Wilderness Program helped my child improve academically.	11	13	2	1	
3.	My child learned things here that will help him/her in the future.	23	4			
4.	I learned things here that will benefit me in the future.	20	7			
5.	Our family benefited from involvement in the Wilderness Program.	20	6	1		
6.	Participation in the Wilderness Program has helped me.	19	8			
7.	Involvement in this program has helped our family identify areas for growth.	16	11			
8.	Due to our participation in the Wilderness Program I am more hopeful for my child's future.	20	5	2		
9.	I would recommend this program to others.	24	2	1		

What I liked best about the Wilderness Program was: *the professionalism of the entire staff and their personal interest in each kid - it taught responsibility and respect toward themselves and others - we have all benefited from the program - the consistent patience with the boys and the ability to be strong - loving by the chiefs - staff's devotion and commitment to the students and families - the structured group environment - the Family Weekends - the encouragement given to us - the dedication all the chiefs showed and the improvement in my son and family - seeing my son mature and make good solid decisions - the staff was excellent - strong leadership - being able to sleep at night without worrying about my daughter*

What I liked least about the Wilderness Program was: *pickup and drop off on Monday's (work days) - nothing - none - limited school time (due to behavioral problems) - the long drive to de la Howe*

Something I learned about myself through involvement in the Wilderness Program was: *I am too critical of my kids - my weak communication skills affects others - I need to talk more with my family - I need to listen to my son and be consistent - I need to be a stronger parent - I need to be*

more understanding and reasonable with my kids – I need to listen to them and talk things out – I need to develop more patience – that communication is a major role in a family – my involvement counts

Something I learned about my child through involvement in the Wilderness Program was: *he can open up and talk without getting upset - just how "outcast" he felt – he is smarter than I am – I knew he was capable of becoming the person he is now – his needs and wants and how to handle them – that she is vulnerable to peer pressure – she is capable – he is not a quitter – change is possible – she can accomplish a lot if she applies herself*

What can the Wilderness Program do to improve services to children and families? *enlarge to accommodate more families – expand the program to reach more children without compromising the integrity of the program – let more people know about the program and how it can benefit all children – program and staff are excellent as they are – keep up the good work and make it a one year instead of nine months*

Program Name: Chaplaincy

Program Goal: To provide opportunities for spiritual growth and support for John de la Howe School students, staff, and families.

Program Objectives:

1. Chapel services will be provided for campus and wilderness students, staff, and families when in placement (this includes providing regular services, special holiday services, communion, and family weekend devotions).
2. Spiritual group activities will be scheduled for students on a regular basis throughout the school year in the form of Bible studies, Chapel Choir, Chapel Council, Chapel Drama Team, and Student Support Groups.
3. Spiritual counseling will be provided for students, staff, and families who would like to talk about issues.
4. Selected students will be provided the opportunity to learn the benefit of serving others through regular visits to the local nursing home facility.

	Input	Output
Regular Morning Chapel Services	Total Number of Regular Chapel Services = 33	Total Number of People Served: * Average of 101 students per service * Average of 14 staff per service * Conservative estimate of families attended for Family Weekends = 150 * Approximately 3,945 people served throughout the year
Wilderness Chapel Services	Total Number of Regular Chapel services = 37 Total Number of Family Weekend Devotions = 13 Total Number of Chapel Services = 50	Total Number of people served: * Average number of 22.5 students in Wilderness Program * Average number of staff = 7 * Conservative estimate of families attending Family Weekend Devotions = 1,200 * Approximately 2,082 people served throughout the year
Communion Services	Average Number of Students on Campus = 101	* Number of Communion Services offered = 11 * Average number of students attending communion = 20 * Total number of people served throughout the year = 220
Bible Studies for Cottage Counselors who work at John de la Howe School	Number of Cottage Counselors employed = 30 (number includes Senior Cottage Counselors)	* Number of Bible Studies offered = 39 * Average number of Cottage Counselors attending = 5
Bible Studies for Students	Average number of students on campus = 101	* 4 Discipleship Groups composed of a total of 23 students met 105 total times over the course of the school year * Other Bible Studies offered in the school year = 48 (with an average of 15 people attending each of these Bible Studies) * 4 Sunday School classes were offered 12 times for a total of 48 classes of Sunday School offered throughout the school year
	Input	Output
Chapel Council	Average number of students on campus = 101	* 12 students participated on Chapel Council * Chapel Council spent 22.5 hours in meetings
Chapel Choir	Average number of students on campus = 101	* 18 students participated in Summer Chapel Choir

		<ul style="list-style-type: none"> * 12 students participated during school year * Chapel Choir spent 60 hours in practice
Chapel Drama Teams	Average number of students on campus = 101	<ul style="list-style-type: none"> * 2 Drama Teams were formed (Omega Drama Team and Alpha Drama Team) * Each team consisted of 12 students * Total number of students participating in Drama Team = 24 * Total number of hours spent in practice = 65 hours (includes both teams)
Spiritual Counseling for Students	Average number of students on campus = 101	<ul style="list-style-type: none"> * 63 students were counseled spiritually (this number is a compilation of all 4 quarters) * 129 hours were spent in spiritual counseling
Pastoral Care for Staff	Number of employees = 140	<ul style="list-style-type: none"> * 21 visits were made by the Chaplain to staff's homes or hospital rooms * 76 notes and telephone calls were done by the Chaplain * 87 hours were spent in the Chaplain's office with staff who needed to talk about personal concerns
Service Project (taking students to Nursing Home)	Average number of students able to go to Nursing Home = 10	<ul style="list-style-type: none"> * Chaplain took these students to Nursing Home 19 times for a total of 38 hours spent with the Nursing Home Project
Student Support Groups	Number of support groups the Chaplain helped co-facilitate = 3	<ul style="list-style-type: none"> * Total number of students involved in these 3 groups = 24 students * Number of hours Chaplain spent in the student support groups = 18 hours

Program Name: Intake Department

Program Goal: To process referrals and applications promptly; to provide families and agencies the most appropriate and accurate information on Admissions; to provide residential group placement for children needing out of home care in both the campus and wilderness programs; and to provide appropriate referrals when necessary.

Program Objectives:

We will assist families, agencies, etc. in the State of South Carolina with the application process by mailing application material daily. The Intake Department will be available to take phone calls and provide accurate information on admissions to South Carolina residents inquiring about placement upon request. Calls will be returned the same day.

The Intake Coordinator will review (read) completed applications within five (5) working days and either request additional information or prepare the file to go before the Admissions Screening Committee.

The Admissions Screening Committee will meet every Monday to review completed applications received to assess the appropriateness of placement or the need to refuse or refer elsewhere. The Admissions Screening Committee also serves to reassess applications when families, staff, etc. question decisions.

The Intake Department will maintain a Pending Referral List to be completed weekly to indicate where applicants are in the intake process and to keep track of how long the application process takes.

The Intake Department will maintain and enter all inquiries, referrals, placements, and discharges into the KIDS Database System to track children served.

Workload Indicators:

	<u>1990-91</u>	<u>1993-94</u>	<u>1997-98</u>
Referrals Received	1044	1498	1500
Applications Received	348	489	463
Total Admitted	103	126	116
Under Care July 1	111	113	102
Discharged	127	114	123
Under Care June 30	87	125	95

Performance Measures:

The Intake Department has received a total number of 1500 referrals during the 1997-98 year. Each phone call received takes an average of 15-20 minutes. We spend a great deal of time on the phone providing each individual with information on Admissions. By taking down basic referral information, we are able to decrease the number of inappropriate applications being received.

Less than half of the applications mailed out to families, agencies, etc. are returned to our office. One reason is due to families changing their mind and giving the child a second chance. Also, persons requesting applications use the Intake Department to assist them in finding alternatives to out of home placements.

Of the 1571 application packets mailed, a total of 463 applications were returned. Of the 463 applications returned, a total of 116 children were placed during the year in the campus and wilderness programs. There were 142 applications refused and 295 were withdrawn or closed.

A total of 360 applications went before the Admissions Screening Committee for review. Results of the Admissions Screening Committee were: 156 files assigned to campus; 69 files assigned to wilderness; 112 files refused and referred elsewhere; 23 files requested additional information.

The Intake Coordinator reviewed 95% of the 463 applications received within five (5) working days.

The Pending Referral List was maintained and completed weekly.

As each application moved from one step to the next in the application process, it was entered into the KIDS Database System. Information has been entered daily on inquiries, referrals, applications received, placements, and discharges. Every action taken with a file has been updated and documented.

Program Name: The John C. Shiflet, Jr. Center for Family and Program Enrichment *The Shiflet Center consists of the Divisions of Activity Therapy, Training, Intergenerational Programming, and Family Enrichment Services*

Program Goals: To insure the delivery of family centered services to students of John de la Howe School and their relations; to provide quality training to the staff and other human service professionals; to provide therapeutic activities for students in order to facilitate the development of everyday life skills.

Program Objectives:

The design and coordination of the therapeutic Family Weekend Program will be provided for the Wilderness and Cottage Programs of the John de la Howe School. Guest Lodging Facilities will be managed and utilized to house families, training participants, and guests. *More specific objectives for each division will follow.*

Performance Measures for Family Enrichment Services:

Input:

6 Family Weekend Lead Counselors, 9 Treatment Teams consisting of 71 staff members to provide Family Weekend services

120 JDLH School residents and their families, up to 226 placements per year needing Family Weekend services

Each child will have a minimum of at least 1 family member attending = 456 possible attendants per year

Approximately 25 weekends are available during the school year for Family Weekend services.

Output:

150 multiple-family group counseling hours were provided to Cottage Program families during Family Weekend Program participation (FY 97=84 multi-family group counseling hours)

Each family was provided with 15 hours of multi-family group counseling
14 Wilderness Program Family Weekends (FY 96 = 14 for 4 groups; FY 97=9 for 3 groups)

154 multiple family group counseling hours were provided to Wilderness Program families during Family Weekend Program participation (FY 97=102 multi-family group counseling hours)

Each family was provided with an average of 46 hours of multi-family group counseling

33 Wilderness Program families completed a minimum of 5 hours of scheduled single family unit counseling meetings. This totaled a minimum of 165 single family unit sessions formally provided by Wilderness Treatment Teams in addition to Family Weekend multi-family group counseling hours.

24 Total Family Weekends offered for JDLH School in the 1997-98 School Year (*FY 97=15 Family Weekends*)

Total Family Weekend Program contact hours for both programs: 304 contact hours of multi-family group (*FY 97=186 Contact Hours*)

Total persons attending for the year - 218 students and 281 relations = 499 persons

Outcome: 824 family members stayed in the John de la Howe School Guest Lodging Facilities. (*FY 97=573; Cumulative since opening of Shiflet Center: 1000*)

33 Certificates of Completion were issued to families who met the Family Weekend attendance requirements of the Wilderness Program. 26 Certificates of Completion for custodial families were issued. An additional 7 Certificates were issued to the families of students who had additional (step) family members who attended. (It is our desire to work with all family members including separated families whenever possible.)

Family Weekend Relatives Served:

	<i>Wilderness Program</i>	<i>Campus Program</i>	Total
Grandparents	4	19	23
Bio-Fathers	20	23	43
Bio-Mothers	28	59	87
Step-Fathers	9	4	13
Step-Mothers	5	0	5
Brothers	12	17	29
Sisters	15	24	38
Other:	21	21	42

Total relatives attending (not including residents): 281

1 Campus Family Fun Day for approximately 120 students/12 Cottages

36 families (an increase of 14 families over last year) attended the Campus Family Fun Day, or approximately 200 participants (FY 97=100)

3 Parent Advisory Meetings representing 120 students/12 Cottages

28 parents representing 6 cottages attended the 3 Parent Advisory Meetings

Family Handbooks continue to be updated and provided to all families with children in residence

Family Weekend Guidebooks were developed to assist Treatment Teams in service delivery

2500 child abuse prevention materials were distributed to McCormick County and John de la Howe School families

Efficiency/Process Measures:

The average staff to client ratio was 7 participants per 1 staff member (7:1) per Family Weekend

Prior to the opening of the *Shiflet Center*, hotel accommodations for families could total approximately \$6,000.00 per year. At present, overflow housing was needed for only 9 families, totaling \$505.00 for the year.

Quality:

After each therapeutic weekend, parents were requested to complete surveys regarding the psycho-educational services they received. The following is an analysis of the Parent Satisfaction Survey Results:

Was the weekend beneficial to you and your family?

Strongly Agree: 89% (FY 96=85%; FY 97=85%)

Neutral: 11%

Strongly Disagree: 0%

Were the types of activities useful and helpful?

Strongly Agree: 90% (FY 96=88%)

Neutral: 7%

Strongly Disagree: 3%

Would you recommend this experience to others?

Yes: 93%

Maybe: 6%

No: 1%

Homestay Evaluation, Parental Consent, Consent to Use Audio-Visual Equipment and Consent to Exchange Confidential Information forms have been updated. A *Family Preparation Sheet for Effective Coping with Planned Separation and Homesickness* has been developed for use upon placement.

Campus therapeutic family weekends have been modified for the 1998-99 school year, so that families may receive more individual session time, and to maximize use of the time available on weekends for the John de la Howe School staff.

Family Support Groups have a new design for the 1998-99 school year, to add structure and psycho-educational benefits to participants.

For the 1998-99 School Year, we have added a challenge course day for families of the Wilderness Program and returned to 3 family weekends along with the "Family Challenge Day."

Program Name: Activity Therapy Division

Program Goals: To provide age appropriate recreational and Challenge Course initiative opportunities which develop interactional skills; to teach work ethics and responsibility; to reinforce appropriate behavior in an ongoing manner by giving students the opportunity to earn desirable activities; to offer Challenge Course facilitation, inspection, and construction to the public.

Program Objectives: Activity Therapy will be designed and implemented for all Cottage Program students. On a weekly basis, Activity Therapists will supervise and facilitate work groups for students in placement and provide activities such as off-campus trips, dances, and carnivals. Challenge Course experiences for residents of both the Wilderness and Cottage Programs, and public contracting agencies, will be designed, implemented, and marketed. Challenge Course sales will show an annual income for group facilitation and construction sales to the public. Community volunteers and college interns for Intergenerational Programming will be recruited and assigned to John de la Howe School programmatic divisions.

Performance Measures:

Input:

120 students reside in John de la Howe School at any one time during the school year, up to 226 per year requiring Activity Therapy services

9 Activity Therapy staff members (including 1 Challenge Course Coordinator, 1 Activity Therapy Coordinator, 6 Activity Therapists and 1 Administrative Specialist II)

90 Intergenerational Volunteers

18 Interns (Unpaid)

4 AmeriCorps Members

Output:

1,298 Therapeutic Work Crew Group Hours

80 Therapeutic Support Group Hours

376 Intergenerational Barn Group Hours

105 Recreational Off-Campus Trips

6,256 Howe-To Industries Intergenerational (Volunteer) Programming Hours

40 Challenge Course Contact Hours per child for all Wilderness and Campus residents

81 Recruiting packets sent to industries and schools about the Challenge Course

Outcome:

47 Howe-To Industries/student group, off-campus trips taken with the money students earned

148 students provided with support groups in such topics as *Adoption, Divorce, Grief and Loss, Stress, Kids with Single Parents, Alcohol and Drugs, Decisions, Anger Management, and Identity* which enhanced the emotional development of the youth *(8 more students attended than last year)*

48 Copies made of newly developed Challenge Course Manual for staff and public use

\$23,000.00 value of 9 new elements added to our Challenge Course

\$12,739.00 Challenge Course sales to the public for facilitation, training, and construction of groups

\$ 2,955.00 earned by Howe-to Industries/Student Groups and spent for off-campus trips

Efficiency:

92% of students in placement completed the Challenge Course Program

93% of students enrolled in support groups each completed a minimum of 6 hours of group counseling

37% of students met the excellent conduct criteria for the yearly Six Flags Amusement Park Trip

Quality:

99% of students reported positive learning experiences in Howe-To Industries Intergenerational Learning

Program projects such as the Living Library Lecture Series, Art Classes, Summer Production Program, and the Intergenerational Learning Retreat

Program Name:	Training Division
Program Goals:	To coordinate and provide professional training and career development programs to meet the needs of the staff of John de la Howe School; to become a significant resource for community agencies and organizations in presenting, coordinating and hosting training events
Program Objectives:	Appropriate professional development seminars will be scheduled and implemented for to meet the growing professional needs of the John de la Howe School staff. The Training Division will coordinate the attendance of staff to outside training. The use of the <i>John C. Shiflet, Jr. Center for Family and Program Enrichment</i> facilities by off-site child/family care professionals, community agencies, and organizations will be coordinated.
Performance Measures:	
Input:	<p>130+ employees at John de la Howe School must each be provided 40 hours of training on an annual basis</p> <p>1 Training Coordinator; 15 additional JDLH School personnel provided training</p> <p>17 non-John de la Howe School personnel provided training to John de la Howe School staff members</p>
Output:	<p>A total of 41 in house training events were conducted.</p> <p>These 41 events were made up of 67 subjects, and were spread over 72 days</p> <p>321.5 hours of training were provided.</p> <p>The <i>Shiflet Center</i> facilities were utilized by community agencies for four events spread over five days</p> <p>There were a total of 564 participants</p>
Outcome:	<p>Reimbursement funds for off-campus training from The South Carolina Association of Children's Homes and Family Services for the 1997-98 fiscal year totaled \$4,090.79.</p> <p>The <i>Shiflet Center</i> generated \$825.00 in revenue for the rental of the facilities.</p> <p>444 training certificates were awarded</p>
Efficiency/Process:	<p>Trainer to trainee ratio was 1:35</p> <p>564 enrolled received certificates</p> <p>34 of the 41 in-house training events were provided by <i>Shiflet Center</i> staff members</p>

Quality:

Results from 433 out of 564 evaluations returned answering the following question are:

This training lived up to my expectation in terms of:

- | | | |
|------------------------------|----------------|------|
| a. content covered: | unsatisfactory | 1% |
| | neutral | 7% |
| | excellent | 92% |
| b. manner in which taught: | unsatisfactory | .5% |
| | neutral | 9.5% |
| | excellent | 90% |
| c. stimulation and interest: | unsatisfactory | 2% |
| | neutral | 9% |

Program Name: Education L. S. Brice School Grades 1-10

Program Cost:

State Funds Expended FY98	\$819,175.00
Federal Funds Expended FY98	\$ 35,053.00
Total Expended FY98	\$854,228.00

Program Goals: To provide appropriate educational programs for all students in placement at John de la Howe School.

Program Objectives:

1. Maintain an "All Clear" rating from the Accreditation Section of the South Carolina State Department of Education in all areas.
2. Develop and implement academic assistance programs.
 - A. Establish a summer school/enrichment program for students working below grade level.
 - B. Offer students who have been retained one or more years academic contracts which will allow them to advance one grade level if they meet and maintain rigorous academic and behavioral standards.
3. Increase parental involvement in the educational process through open houses and parent conferences.
4. Challenge all students with active learning through the use of computers.
 - A. Enhance reading skills through continued use of the Electronic Bookshelf Program.
5. Explore educational opportunities to provide a broader area of educational programs at John de la Howe School.
6. Maintain a student attendance rate of 95 percent or higher.
7. Maintain at least 70 percent passing the Exit Exam.

Performance Measures:

Workload Indicators: FY 97-98

Total number of students served in the campus school	127
Average daily membership in the campus school	85
Total number of students served in the Wilderness classrooms	37
Average daily membership in the Wilderness classrooms	28
Certified Professional Staff	24
Paraprofessional Staff	4
Support Staff	2

1. The Education Department received an "All Clear" rating for all areas for the 1996-97 and the 1997-1998 school years from the State Department of Education Accreditation Section. This included the Elementary School, High School, District Office, and the School Board.
- 2A. Of the 36 students requested to enroll in our summer enrichment program for 1998, 35 were successful. One student withdrew from our program to return home.
- 2B. Of the 21 students applying for academic contracts during the 1997-98 school year, 9 made and retained contract.
3. Parent conferences were held at the end of each grading period during the 1997-98 school year. Two open houses for parents to visit the school were held during the school year. These were held in conjunction with the student' home visits for parents' convenience.
4. Our students read and tested at mastery level 920 books using the Electronic Bookshelf Reading Program during the 1997-98 school year. This is an average of 10.8 books read and mastered per student.
5. The committee established to develop and implement an integrated academic curriculum, which was expanded during the 1997-98 school year. Several components of the project will be implemented during the 1998-99 school year. Included: are: a School-to-Work Class; an additional Agricultural Science class; Spanish I; and a Computer Keyboarding class. Work on this project is not complete at this time.
6. Student attendance was 97.8 percent for the 1996-97 school year and 97.5 for the 1997-98 school year.
7. The percentage of students passing the Exit Exam.

Area	Year	<u>Math</u>	<u>Reading</u>	<u>Writing</u>
	1997	75.0	93.8	93.8
	1998	70.0	80.0	90.0

Efficiency: The daily cost to provide educational services for the FY-98 was \$42.07 per child.

Quality: A quality survey instrument was developed at the end of the 1998 fiscal year, which will be administered at placement and at discharge from the program beginning in the fall of 1998.